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| **Language and**  **Level / Grade** | All languages  Level 1 Unit 6  Novice Mid/High | Approximate Length  of Unit | | | 6 weeks |
| Approximate Number of Minutes Weekly | | | 240 minutes (5x48) |
| **Theme/Topic** | Contemporary Life: Vacation Time | | | | |
| **Essential Question** | Why travel? What is an ideal vacation? | | | | |
| **Unit Goals** | | | | | |
| *What should learners know and be able to do by the end of the unit?* | Learners will be able to:   * give reasons for their travel preferences - weather, activities, learning experiences, helping others, etc. * describe past vacations sharing simple details (when, where, why, with whom, what they did, how it was) * discuss plans for future vacations (when, where, why, with whom, what are they going to do) * compare their vacation activities and schedules to those of others in different cultures * make, accept and refuse suggestions based on what they and others want or like to do * name and locate popular vacation destinations in target cultures; comment on a “must see or do”, a “must eat” regional food, etc. * explain why Chicago is or is not an ideal vacation destination * determine where someone is going based on a packing list | | | | |
| **Summative Performance Tasks** | | | | | |
| * *These tasks allow learners to demonstrate how well they have met the goals of the unit.* * *The tasks follow the format of the IPA, but are integrated throughout the unit.* * *The template encourages multiple interpretive tasks.* * *The interpretive tasks inform the content of the presentational and interpersonal tasks.* * *The tasks incorporate 21st Century Skills.* | **Interpretive Mode** | | | | |
| Read various texts about different travel destinations and demonstrate an understanding of key details. (brochures, blogs, ads, etc.) | Read an infographic that shares information on why people travel in different cultures. | | Listen to a promotional piece for a travel destination and demonstrate an understanding of key ideas. | |
| **Presentational Mode**  **On-Demand:** Email a friend about a vacation you want to take where the target language is spoken. Explain why you want to go there. Comment on the weather, what you’re packing and activities that you are going to do so that you can experience as much of the target culture as possible.  **Project:** Continue the digital global identity presentation. Add slides to the presentation to reflect your person’s vacation preferences. Explain a trip saying what you did on a particular vacation. Create a presentation that is designed to cause others to want to visit. Share specific details as appropriate:   * when you went and what you did * include other details - what you ate, who went with you * comment on how the vacation was | | **Interpersonal Mode**  You are planning your vacation with some friends. You have narrowed it down to three destination choices where the target language is spoken. Compare and contrast your destination options and ask and answer questions to finalize your destination choice. Be sure to comment on cultural aspects of your preferred destination. | | |

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| **Toolbox** | | | | | |
| **Can Do Statements** | | | | | |
| **Interpretive** | | (R) I can read travel guides or blogs and to obtain information about a destination.  (L) I can listen to a travelogue and match photos to the descriptions.  (L) I can listen to a weather report and complete a comprehension check.  (L &R) I can read a weather/ climate website and choose the best time to travel to a country based on the information given.  (R) I can read infographic about vacation habits and use the information to compare similarities and differences. | | | |
| **Presentational** | | (S&W) I can explain why travel and vacation is important to me.  (S&W) I can compare vacation habits between cultures.  (S&W) I can compare travel destinations in other countries to similar US destinations where possible.  (S&W) I can convince others to visit a specific destination giving details about places, events and food. | | | |
| **Interpersonal** | | * I can discuss plans for future trips (when, where, why, with whom, what are they going to do). * I can discuss past trips giving details about that trip. * I can make and respond to recommendations and suggestions of places to go and things to do. * I can make plans with others based on the day’s weather and personal interest. | | | |
| **Language Functions**  **I can…** | | | **Related Structures / Patterns** | **Priority Vocabulary** | |
|  | talk about reasons for taking a vacation | | I take a vacation to..  learn, help others, reduce stress, relax, volunteer, practice a sport, weather | high frequency verbs related to travel/vacation  clothing, travel needs  weather expressions  destinations - mountains, rivers, beaches  directional phrases - N, S, E, W, close to  reasons for taking vacation  positive/negative reactions to vacations  suggestions--you should, try to…  accepting/refusing suggestions--great idea, no thanks, sounds good | |
|  | talk about where I and others want to go and ask for and give reasons. | | to want  because  I like/don’t like to…(activities) |
|  | share details on future vacations - where, with whom, when, etc. | | interrogatives  near future - going to… |
|  | share details on past vacations - where, with whom, when, etc. | | interrogatives  high frequency verbs related to vacation, travel |
|  | state how I felt about a vacation and react to what others say about their vacations. | | It was….  descriptive adjectives  reaction phrases |
|  | compare how people spend vacation time in other cultures | | prepositions with countries (fr)  impersonal pronoun  Here…but in (country), they…. |
|  | make, accept and refuse suggestions for a day of vacation/staycation. | | What do you want to do?  day, time of day  if it rains…. |
|  | talk about what I and others need to pack for the trip. | | I need to take, to buy, to pack  indefinite articles |
|  | Identify a destination and explain where it is located | | (place) is in…  to the north of, close to |  | |
|  | share vacation information about a specific location - celebration, tourist attraction, popular food, etc. | | What can you do there?  High frequency verbs associated with tourism  +infinitive phrases |
| **Key Learning Activities/Formative Assessments**  *This is a representative sample of activities/assessments across the 3 modes of communication.* | | | | | |
| Learning Activity/Formative Assessment  *(Sample activities are listed from the beginning*  *to the end of the unit).* | | | How does this activity support the unit goals or performance tasks? | | Mode of Communication |
| Interpret a weather forecast and make a list of appropriate items to pack based on the weather. | | | recognizing weather and making packing decisions based upon that information | | interpretive  presentational |
| Students watch a video and make a list (identify activities mentioned, multiple choice, etc) of possible activities based on an authentic video about a destination (similar to 24 hour time lapse of Angers) | | | making decisions about what to see and do based on information shared in a travel video | | Interpretive  interpersonal |
| Give students a “Rick Steves” style packing list. Have them select an appropriate destination for the items packed and relevant activities based on the suggested packing list. | | | making decisions about what to see and do based on information shared in a packing list | | interpretive  presentational |
| Gather images of vacation destinations from around the world. Individual students might be asked to submit one picture from their country. Make suggestions on places to go and activities to do using global citizen lens — “*My global citizen is from San Juan, PR and I’m talking to someone from Madrid, Spain who says: “I like beaches.” I respond: “Oh, you should go to Isabela, Puerto Rico because there are beautiful beaches and it’s sunny.”* | | | making suggestions about where to go and what to do based on visual images from target cultures | | interpretive  interpersonal |
| Read trip advisor type posts on Chicago and match descriptions to images. Reference a comment made in the description and say if you agree or not giving a simple reason. | | | acquiring information on Chicago as a tourist destination and expressing a simple opinion | | interpretive  presentational |
| Select 2 contrasting vacation images/postcards. Allow students to generate as much language about each image as possible. Generate questions that they might ask about the images. Then, have students pair pretending that they went to one place or another. They ask and answer questions to discuss the details of what happened (past time frame). They change partners and images and do it again. This activity can be repeated throughout the unit using different images. | | | sharing details about past trips | | interpretive  interpersonal |
| Write a blog post in which you make suggestions to tourists coming to your city. In your blog post, include where they should go, what they should do there (depending on weather conditions). Be sure to recommend a mode of transportation for how to get to your city, and how to get around while they’re there. | | | share details about Chicago with speakers of the target language | | presentational |
| Work in a small group to determine what should be highlighted in a promotional tourism piece. Create a campaign to market your city/region to those who speak the target language. Post to class blog or wiki. | | | share details about Chicago with speakers of the target language | | interpersonal presentational |
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| **Resources - All Languages** | | | | | |
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| **Standards - Language Specific** | | |
| **Cultures**  (Sample Evidence)  *Indicate the relationship between the product, practice, and perspective* | **Relating Cultural Practices and Products to Perspectives** | |
| **Product:** passport/visa  **Practice:** showing proof of identity to cross borders  **Perspective:** countries have the right to determine who enters a country and how long they stay    **Product:** vacation schedule  **Practice:** number of weeks for vacation  **Perspective:** work/life balance is important | |
| **Connections**  (Sample Evidence) | **Making Connections to Other Disciplines** | **Acquiring Information and Diverse Viewpoints** |
| Geography - location, map reading  Math - converting temperatures, money, 24 hour clock time | Websites for various global tourist destinations  Reading of international weather descriptions |
| **Comparisons**  (Sample Evidence) | **Language Comparisons** | **Cultural Comparisons** |
| vacation is a plural word, bon voyage, bonnes vacances  fermature annuelle - annual closing | work time vs. vacation time  seasons/hemispheres/breaks |
| **Communities**  (Sample Evidence) | **School and Global Communities** | **Lifelong Learning** |
| Small group plan a summer trip itinerary  Creating a tourist brochure for visitors to Lake Park/Roselle or area of Chicago | Researching and planning a trip  Self-assessment of progress towards unit goals |
| **Resources - Language Specific** | | |
| **French**  [Le tourisme international chiffres 2013](http://www.globe-trotting.com/single-post/C7561B65-5255-47CB-B7B1-885AB1108630)  [Ma Vie au Soleil](https://www.youtube.com/watch?v=NqyOJ7oUnbI) - could be used by other languages without sound  **Spanish**  [Promoción turística República Dominicana](https://www.youtube.com/watch?v=Lmc_-66j2DQ&feature=youtu.be) - Images and music, no spoken words | | |